

# SCHERMERHORN'S MONTHLY:

FOR

PARENTS AND TEACHERS.

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JULY, 1876.

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## *ANATOMY AND PHYSIOLOGY IN EARNEST.*

THERE are a few studies, among those pursued in the higher grades of our schools, which are often left, as respects the degree of prominence given to them, almost entirely to the individual caprice of the teacher. If he choose, he may expend upon them considerable enthusiasm ; or he may neglect them without protest. One of these is the study of anatomy, and not seldom is it that very little zeal is shown in its behalf. Few teachers or pupils are fascinated by the dry enumeration of bones and muscles, which is all that anatomy means to them at first blush ; and when there is added to it the more practical department of physiology, the interest which properly belongs to the functions and phenomena of the bodily organs is but poorly developed, for want of suitable illustration. There is no apparatus ; the descriptions are encumbered with learned names, and the connection between physiological conditions and physical well-being is not clearly pointed out. Perchance a class have been studying the structure and action of the brain ; but not one of the pupils can mention, a week after, the chief causes of cerebral disturbance ; why they have headaches ; and how, if they could see through their own

skulls, the brain would look under the influence of great excitement or of alcoholic stimulation. That, with honorable exceptions, teachers have not been very much in earnest in this study will be generally admitted. It is, therefore, very desirable that the causes of this indifference should be speedily removed.

As was observed in our last article on this subject, the popular interest in matters of health is steadily increasing.

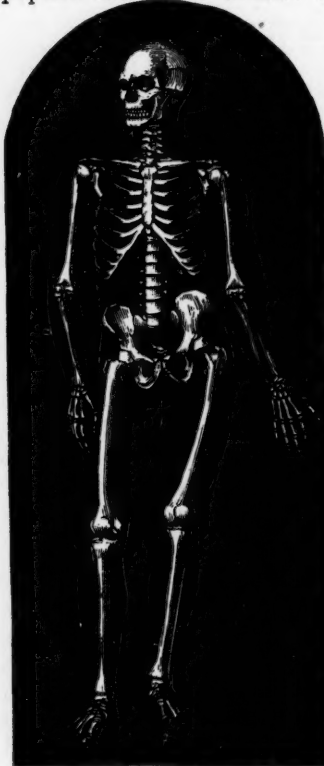


FIG. 1.

Teachers who show special devotion to instruction in physiology will be supported by parents. The want of suitable apparatus is now in the way of being fully supplied. The anatomical models of Mr. Wilson McDonald furnish the practical facilities which have heretofore been missed. Mr. McDonald is a sculptor and anatomist, who, about two years ago, began these models, with the intention of working out a system that should be both inexpensive and simple. He now presents a skeleton (Fig. 1), made of a material perfectly resembling bone, and has labeled each bone with the ordinary or English name in addition to the technical one. He claims, for this imitation skeleton, the great advantage, for school purposes, that it does not carry with it the unpleasant associations belonging to the real skeleton. Still more, it is odorless, and not likely to be eaten by mice or other vermin.

The second of the series (Fig. 2), is a figure four feet in height, representing a perfectly proportioned man with the skin removed, exposing each external muscle, tendon, band, and fascia-

The action of the muscles and the attachments are plainly indicated. This figure is labeled in the same manner as the skeleton.

The last of the series (Fig. 3,) is a life-size torso or trunk, and is peculiarly adapted to the study of physiology. It is intended to give a true idea of all the internal organs, beginning with the trachea, jugulars, and carotids; the vena cava, descending and ascending; the lungs, heart, diaphragm, liver, stomach, and intestines. The blood vessels, kidneys, ureters, bladder, and rectum are also shown. By means of this figure, the pupil gains a correct conception of the relative size and position of these organs, and of the part borne by them in the digestive or circulatory systems. A portion of the viscera, as shown in Figure 4, are removable, so that the position of all the organs can be observed. All these models are painted true to nature, and the representation is thereby made as vivid as possible.

About the time they were executed, Mr. McDonald appeared before the Board of Education of New York, and a thorough examination of them was made by the Superintendent, and by the Committee on Course of Study. They were adopted by the Board for use in the schools of New York city. They are in use in many of the city grammar schools, in the State Normal School of Massachusetts, and in the Cooper Institute classes. It is highly probable that they will be introduced into very many schools in all parts of the country.



FIG. 2.

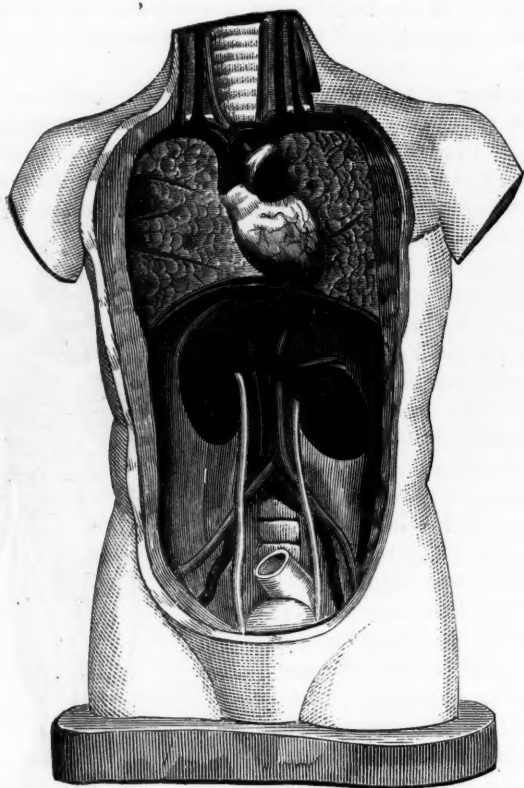


FIG. 3.

The claims of the inventor for this system are as follows:

First.—That it substitutes plain, familiar language for the Latin and Greek technicalities.

Second.—It is objective, and the name of each bone and muscle is placed upon the object, thus educating the eye as well as the ear.

Third.—It is plain and comprehensive, and is as simple as any other study taught in the schools.

Fourth.—The cost of a set of the models is so very low that any school can afford them.



Fifth.—Teachers will be able to impart the elements by simply explaining to and directing the scholars. Indeed, the system so fully explains itself, that families and classes could take it up and study it without a teacher.

We think that those teachers who appreciate the real needs of physiological study will find these models an invaluable help. The preservation of health is the very first condition of successful education, indeed, of all success in youth or age. But the laws of hygiene cannot be impressed upon the mind by dry recital merely. They must be made interesting by thorough and vivid representation. Their relation to the foundation facts of anatomy and physiology must be set forth by abundant illustration. In this, as in all departments of study, the earnest teacher will demand that all important facts be made so plain that no pupil can fail to understand their full meaning.



FIG. 4.

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TEXAS has adopted for her public schools a modification of the system prevailing in German universities. The German professors are not paid salaries, but fees, and their support is in the ratio of their ability. The compensation of teachers in the ungraded public schools of Texas is fixed at the rate of ten cents a day for each pupil in actual attendance on the day computed for. The teacher's compensation is likely to vary from day to day, but there is presented to him a strong motive for inducing a large regular attendance of pupils. It might be well to bring some pecuniary consideration to bear upon the parents also. We lately read the statement that a certain parent sent thirty-two written "excuses" for absences during a term of twelve weeks! Most of the recent reports show that the "average attendance" is generally increasing. This is an infallible index of an improved popular sentiment regarding education.

THE DUTY OF THE STATE TO EDUCATE ITS  
CITIZENS.

MAN should be educated because he is a man. Whatever be the Divine purpose of his creation, it is best accomplished by developing, not a *part*, but *all* of his capabilities. His power to subdue the earth is exactly commensurate with the cultivation of his faculties. The education of the masses can no longer be classed with Utopian schemes. Experiment has demonstrated its possibility and utility. Hence all citizens—men and women—should be provided with as good an education as the State is able to give and they are capable of receiving.

The work of popular education is Herculean. It cannot be effectively performed by individual effort. No organization of less power than the State is competent. It is properly the work of the Nation, for it lies at the foundation of national prosperity. Above all, republican governments cannot long survive, founded upon anything less than the intelligence and virtue of the people.

By *education* we do not mean a narrowly circumscribed course of rudiments, as taught in common schools. We do not, however, attach to these a minor importance; for the common school system is the foundation upon which a more complete superstructure is to be erected. To have a perfect people, said Pagan Plato, we must have perfect institutions. That is, something more than the mere *tools* of education; as a little reading, writing, and arithmetic. Neither do we mean by *education* an eccentric culture, by which one faculty, or one set of faculties, is developed to the neglect and injury of all the others. The aim of States and parents should be the production of a nobler manhood and womanhood; the improvement of the race, physically, intellectually, morally, religiously; so as to leave behind them a hardier, more virtuous, high-minded, intelligent, and capable generation than that which preceded them. According to this broad view, education underlies every interest relating to human progress. And the present age is coming to appreciate this fact; and is waking up to the importance of *light for the masses*. Yet there is opposition still. Not that

many doubt the *desirability* of a fuller and better education, but that few rightly *estimate its relative cost and advantages*.

Owing to the unequal distribution of physical and mental powers, there has come to be, in all civilized countries, an unequal distribution of wealth. Hence one half, more or less, of the community possesses surplus means of support and culture, while the other half is compelled to labor with the hands for bare physical subsistence, and has not the means of education. And the question involved is, whether, by suitable legislation, the wealthy shall be taxed to educate all. But will it pay the State to give its subjects the best education it can afford? Will the taxed portion of the community be amply benefited? Society at large, influenced too much by a blind ambition for material prosperity, limits this question to dollars and cents. Many are the professedly Christian parents, who have the welfare of their children at heart, and feel a deep sense of obligation to do everything possible to promote their happiness and prosperity, and who heartily wish they might be educated, who yet, by *mistaken judgment*, try to *avoid educational taxation*. They strive to accumulate material, perishable wealth for their children, but not to endow them with the imperishable riches of mind.

The relation between Citizen and State being reciprocal, whatever improves or deteriorates the one necessarily produces the same effect upon the other. Like State, like Citizen; like Citizen, like State. Therefore, the objects and benefits of all classes of education have reference both to the citizen himself and to the State, of which he is a part. The character and conduct of each member of society affects the condition and welfare of all the rest.

All institutions, political, moral, and religious, must be, first of all, provided with the material means of protection and self-preservation. Hence, society levies and collects taxes with which to pay legislators, attorneys, judges, jurors, sheriffs, and jailors; to provide armies and navies; to maintain poor-houses, hospitals, and asylums. In short, the individual is compelled to contribute to the support of society; for which, in return, he receives protection from violence; justice in matters between man and man; comforts for the body, when he is

unable to acquire them for himself; and remuneration for what society takes away. These four things are actually provided. Society admits that it owes them to each man. There is one more important and excellent gift, the most indispensable of all, which the State owes to each of its citizens—that is, an *education*. Upon the possession of this gift by the people depends the ability of society to bestow all others. For to what end shall society protect a man's body from war and midnight violence; to what end give him justice in the courthouse, and repay him for what society takes to itself; to what end protect him from cold and hunger, nakedness and want, if he is left in ignorance, with no opportunity to improve his head, or heart, or soul? Without education, he still remains but a mere animal, a bone-and-muscle machine, to serve the selfish purposes of wicked men. Ignorant of all the laws of his being, physical and mental, he violates every principle of his nature, and becomes a prey to disease and the countless vices of which only humanity is susceptible, and degrades himself infinitely below the mere animal creation. Man, lacking the unerring instinct of the brute, without education sinks as far below the brute, as, with education, he is capable of rising above him. Without this last gift, the greatest the State can bestow upon the citizen, he remains unable to cope with his fellows, and unqualified to render to the community any but menial and feeble service.

It is not by enlightening a *few* minds, that countless discoveries and important inventions have come to be universal and daily blessings to all, as well as a source of vast national wealth. These are results of educating the masses. Give every man an education, and from many heads will come reforms, improvements, discoveries, and inventions. If the cost of educating a man is compared with the increased value of his labor, physical and mental, it will be apparent that no community can *afford* the ignorance of its subjects. Penu-rious parents and States have too long overlooked the important fact that, without education, society cannot discover genius, and so avail itself of its profits and benefits. Hence, many an obscure hamlet might inscribe over its church-yard :

"Perhaps in this neglected spot is laid  
Some heart once pregnant with celestial fire,  
Hands that the rod of empire might have swayed,  
Or waked to ecstasy the living lyre.

"But knowledge to their eyes her ample page,  
Rich with the spoils of time, did ne'er unroll;  
Chill penury repressed their noble rage,  
And froze the genial current of the soul."

To have deprived a Watt, a Stevenson, a Newton, a Franklin, a Howe, or a Morse, of education, would have been to deprive the world of some of its greatest means of wealth. See what education has accomplished in bringing forth innumerable labor-saving machines, as illustrated by the loom, the printing-press, the sewing-machine, the telegraph; and by the employment of wind, water, and steam as motive powers, in the place of muscle. Observe what education has achieved for the good of man by discovering the laws of physiology, rendering it possible to maintain his physical health, and increase his longevity; by applying the science of chemistry to agriculture, by which his labor is made vastly more productive; by employing inanimate power to subdue the earth; by the unfolding of scientific truth. "Knowledge is power." It is the only earthly power that can rescue the human race from penury, pauperism, and crime, and lift it up to its higher life. It is the only power that can save man from political and religious bondage, and give all men a fair chance of success. Education is the difference between weakness and strength, coarseness and refinement, degradation and nobleness, barbarism and civilization, man and brute; between the devilish and God-like in man.

DR. F. G. JOHNSON.

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THE public school teachers of New Orleans, four hundred and fifty in number, have formed an association for mutual improvement and assistance, and have established a Reading Room and Exchange, to be furnished with everything professionally attractive and useful. A good example.

THE University of Göttingen has renounced the right of conferring Doctor's degrees without oral examination, so that the abuse of the so-called degree *in absentia* no longer exists in any Prussian university.

UNIFORM COLLEGIATE ENTRANCE  
EXAMINATIONS.

THE happy stroke of the Harvard faculty in providing "for the convenience of students residing in the West," by establishing entrance-examinations at Cincinnati, is suggestive of other and wider benefits than those immediately intended. The first question raised by the announcement naturally was, Why do not all the first-class colleges evince the same solicitude for the convenience of students at a distance? In every large city one may find branch offices of the leading manufacturers, publishers, and bankers, designed to accommodate that unhappy portion of the great public which lives at a distance from "headquarters." The owner of a new invention does not wait for mountainous patronage to roll in upon him, but first, by the help of numerous agents, carries his save-all, or make-all, to the very doors of possible patrons. We may obtain the latest improved sewing-machine, clothes-wringer, gas-burner, laundry-soap, stove-polish, tooth-wash, or parlor-match, not only in New York and Philadelphia, but also in provincial Boston and Chicago. Why not, then, a ticket of admission to Yale, or Princeton, or Michigan University?

It is evident that if "Harvard's stroke" wins, it will be adopted by competing colleges. Indifference to it will last only so long as success is doubtful. If Western students shall fly as a cloud, as doves to their windows, to meet Harvard's examining professors at Cincinnati, we shall soon see displayed in the same quarter the banner of Yale. The next year, perchance, Cornell and Columbia will unfurl their standards; and the next, Princeton, never willingly behind in the art of advertisement.

Ere long we may read in the morning paper:

"The annual inter-collegiate contest for securing undergraduates took place yesterday, at Cincinnati, with the following result: Yale, 100; Harvard, 99; Cornell, 90; Michigan, 85; New York, 75; Rutgers, 70; Princeton, 54. Harvard claims that Yale took an unfair advantage by securing the presence in the city, ostensibly to attend the Social Science Convention, of several of her most distinguished alumni, whose eloquence and reputation had undue influence with the young men. President Elliot assured our correspondent that there

shall be a trump card laid upon that trick next year. He intends to send a hundred Boston orators to represent his university."

Assuming that no true friend of liberal education desires to see the standard raised by means of degrading competition of this kind, we ask, Why cannot all first-class colleges adopt the same entrance-examination papers, each year, not only "for the convenience of students residing at a distance," but also in order to secure a reasonably thorough preparation in all classical schools? There is not a college in the country that does not suffer from the presence of poorly prepared students, who are a drag to their better equipped fellows, and a perpetual wet blanket upon the enthusiasm of the professors. It would relieve the faculties of some embarrassment if one invariable and sufficiently rigid examination were to be submitted, under local supervision in each State, to all candidates. Students who should pass these examinations would receive a certificate enabling them to enter anywhere. Then there would be fewer maimed, halt, and blind in the ranks of the accepted. No college joining in this arrangement would be besieged by rejected applicants from other colleges. Moral pressure, to force admission, would cease. The public would thus sooner learn to distinguish between merely nominal "universities" and those institutions which are in reality seats of high intellectual culture.

Uniform and severe examinations would not of themselves bring about this desirable consummation. But their influence, both upon the classical school and the college, would be to direct attention to the maintenance of a fair average record of accomplishment for undergraduates. With few exceptions, any student who has once been matriculated, and who maintains a good moral character and a decent appearance of attention to books, is sure of graduation, whether he learns anything in college or not. The getting in is the only ordeal, trifling as that often is. This extreme leniency is becoming rarer and rarer in our best colleges, and is likely to decrease as the influence of healthy competition is more widely felt. Railroads, which cheapen distance, and the multiplication and growth of educational advantages here and there, are working



in one direction—that of neutralizing local limitations and preferences, and forcing colleges to rely for support solely on what they actually accomplish for their students. Uniform examinations would operate to the same purpose. A sub-freshman would not be guided in his choice of a college simply by its proximity to his home, or by the dominating influences of commencement week. On the occasion of his examination he would meet candidates for various colleges, who would have good reasons for their diverse choices. The enthusiasm generated by public speeches would weigh less than this significant division among his contemporaries. The "Yale boys," the party "bound for Harvard," the independent grave-faced youth who quietly persisted that he should go to Michigan University, would make an impression upon the young man who had come to the examinations with the idea that there was but one college under the sun. As in Germany, the hold of an institution upon general favor would depend more largely upon the present thoroughness and progressive spirit of its professors than upon the accident of locality, or the size of its catalogue. There lies before us at this writing a catalogue which enumerates more learned professors than belong to six ordinary American colleges; but the institution is, to a large extent, a paper one, and deserves a description similar to that bestowed on a Western "city"—"it is as large as New York, but is not built up yet." It is but fair that colleges that have been built up should vindicate their higher claims by a co-operative movement which shall recognize the necessity of high standards, and which shall bestow no honors, not even the honor of matriculation, except on the sufficient ground of actual attainment. It is possible for one college to do this alone; but the benefit to the college-bred youth of the coming years would be multiplied many fold if it were once firmly established that a candidate refused at the uniform examination must study another year before entering anywhere.

Since the above was written, the faculty of Dartmouth College have announced that the certificate of a principal of any fitting school, which has a regular and thorough course of preparation, will be received in lieu of examination by the college professors. But such document must certify that the stu-



dent who bears it has regularly graduated, has completed the curriculum of the senior year, and mastered the entire requisites for admission. This is a move in the right direction, and thorough educators will coincide with the belief expressed by the president of Dartmouth in this connection, that "a competent and conscientious principal will be better able to determine the fitness of a candidate, *from a three years' examination*, than any committee, from the scrutiny of a few hours—especially, as often happens, in the case of a weary, nervous, timid boy, an entire stranger to them."

L. L. L.

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THE LOST KEY.

MR. GEORGE H. FELT, formerly of the United States Signal Service, thinks that he has found a key which has been lost for more than twenty centuries. When we say that this key belongs to the lock which guards all the treasures of ancient knowledge, we have said enough to indicate the importance of its discovery. For it is universally conceded that those old Egyptians, whose well-dried remains are now and then exposed to the profane curiosity of sight-seers in our museums, knew a great deal in their time. Their mathematics, their natural philosophy, their chemistry, and above all, their magic, cannot be matched by this boastful nineteenth century. We admire their colossal structures, but we cannot produce their like. We stand puzzled before problems which they solved. We despair of finding their lost arts. Why they took such pains to embalm their bodies, but none to perpetuate their ideas, has long been a mystery. Mystery, indeed, was always a part of their system. To accumulate knowledge and hide it away, like any avaricious old miser, was their supreme delight. They revelled in learned secrets and monopolies. But not content with keeping their envious contemporaries and successors in a state of chronic astonishment, they let their wisdom die with them. For two thousand years the question has been, "Who will find the buried key of Egyptian knowledge?"

"I have found it," says Mr. George H. Felt.

This key, which has been the object of more research among

the learned of all nations than any other appurtenance of the ancient civilization, whose discovery has been at once the dream of artists, the ambition of philosophers, the coveted prize of money-makers, and the final despair of all, was found—well, we could tell where, if we would! It was not in a corner of the Astor Library. It was not—but the dignity of a scientific announcement forbids that we play upon the reader's patience like an overjoyed child—it *was* found deeply imbedded in the brain of Mr. Felt himself. Where it lay before Mr. Felt was born or became conscious of it, we do not know. By what process he evolved or unbrained it, we cannot say. He may have been scalped by Indians, or trepanned by surgeons, or relieved of the headache as Jupiter was by Vulcan. It would not be delicate to inquire. But that the key is in Mr. Felt's possession—he who runs may read and believe. He calls it the Egyptian Kaballa.

We are astounded by the fact now made clear, that in sixty generations of sages, to whom this valuable secret has been entrusted in succession, not one solitary individual has been willing to part with it for the benefit of mankind. Brains there have been, in every age, which gave evidence of a burdensome weight impairing their functions. Philosophers whom both the doctors and the unlearned called crazy have suffered untold agonies from Kaballa on the brain. Kaballa doubtless has been the secret cause of martyrdoms, rebellions, wars, and assassinations. The poor fellows who were afflicted by the Kaballa hidden away in the very centre of life, have endured the obloquy which is always heaped upon fanatics, traitors, tyrants, and lunatics, but not once in the course of all the ages has one of them breathed a word which would lead to discovery. What can have been the motive? Not loyalty to a trust, since the hiding of such a secret could not serve anybody living or dead. Not personal profit, evidently. Not vanity: not the hope of restoring any particular race, nation, or dynasty to power. It must have been a corvine passion for concealment. For there are brains, it is needless to say, that are simply crow's nests, brains in which all sorts of odd ideas, valuable or worthless, are secreted from pure love of hiding. We rejoice that Mr. Felt has risen superior to the weakness of his predecessors.

Having discovered the Kaballa ingeniously hidden away beneath his *pia mater*, he immediately exhibits it to the world. He offers to unlock with it, for universal benefit, all the hitherto unknown laws of proportion in art and nature. Persons who have listened to his explanation say that he has not only astonished and delighted them, but also led them to believe that a few more turns of this wonderful key will bring to light all the secrets of ancient times. The most abstruse mathematics is to be made simpler and easier than lovers' kisses; philosophy is to open her doors to the merest tyro; scriptural prophecy is to become as lucid as the upper air; all the skeleton mysteries that have lain concealed under philological rubbish are to rise again full clothed with their own proper flesh. Sculptors, orators, theologians, linguists, chemists, physicians, lawyers—in short, all whose intellectual life has any connection with the long-forgotten past, all, all should make haste to use this rusty old key of knowledge before it is lost or stolen.

HARTE PENN.

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*HOW SHALL WE SPEND THE VACATION?*

FOR the wealthy and stiff-necked pedagogue who has made up his mind and his purse to undergo the stereotyped recreations of the fashionable holiday, we have no message whatever. It is doubtless best for him (the creature is, of course, a man) to go to the full length of his folly unchecked by advice. But to the average female teacher, not encumbered with surplus funds, and caring more for real rest from fatigue than for anything else, a few suggestions, inspired by experience, may not come amiss. Let it be set down, first, that no one, however circumscribed her opportunities, need lose the benefits of mental relaxation, that is, on the presumption that she has a mind of her own, as most women do have, and as any woman who aspires to be a teacher must have. Granted that she is too straitened in means or too much bound by family obligations to travel, or too delicate in health to undertake robust recreations, yet even then she may outwit circumstance, and

gain, by her absence from the school-room, renewed life and vigor.

Persons devoted to laborious and monotonous pursuits need more than mere change of outward employments and surroundings. That is only the beginning; it is only a condition and opportunity. True, the greater the external change the more readily is the mind stimulated in new directions, and so made to lose sight of the old wearing routine. But the intelligent coöperation of the mind itself is the most important condition of acquiring true rest. Europe has long been prescribed to clergymen and worn-out business men as a kind of panacea for nervous depression, and thousands have taken this expensive medicine who might have had as complete a restoration nearer home and for far less money. A very large percentage of those who have been benefited by the Continental tour in spite of its excitement and fatigues and exposures, would have done better had they sought relief in the pathless woods of their own townships, or in more temperate sight-seeing in some one American city. Our great national folly is needless strain and hurry. Both in our work and in our play we are ambitious to do not only a large amount, but also just a little more than our time and strength warrant. The idea is common in every department of life that the best use one can make of a vacation, provided he has money, is to rush through a great number of journeys, excursions, visits, and parties. In reaction from this foolish theory, many adopt the harmful opinion that absolute rest or idleness is the most profitable investment of time in vacation. Both ideas are incorrect.

Nature calls for two conditions by means of which to re-create the "worn-out" body and mind. These are: first, relief from all *pressure*; and, second, interesting employment in a new field. The inexorable *must*, so far as it applies to the amount of exertion, should be defied. Do not say, teacher, that you must sew every minute of the day in order to replenish your wardrobe or to help a younger sister. Declare and fight for your independence of everything and everybody, so far as you detect a tendency to burden, drive, or excite you. You are not to be hurried or harried; not to be compelled; not to be entangled by numerous engagements; not to be drawn into any occupation,

be it suggested by so-called duty or by family affection, that will weigh upon you with a sense of continuous responsibility, for it is this very strain of constant care-taking that you are trying to intermit by a vacation. Therefore harden your heart. Set up your self-will. Undertake only so much dressmaking, housekeeping, and general *missionariness*, as may prove a diversion for the mind. Some time may be given to the needle or to domestic employments, with profit. But resist the plea of necessity when it involves making yourself a part of a machine. The consciousness and exercise of perfect freedom of action will do more to rest you than the actual rest itself. Get rid of pressure upon the mind at almost any sacrifice, and the benefit of vacation is well-nigh secured.

The other condition of real relaxation is varied and interesting employment in a new field. There is a theory countenanced by eminent educators, that any change of work is a guarantee of rest. One set of faculties is said to find repose while another is busy. The teacher who has been constantly imparting, may find relaxation in receiving. Our summer schools of science are commended on this account; that the teacher, in becoming a student and devoting himself to new objects of thought, is gaining mental equipoise. But this assertion may be pressed too far. Only to a limited extent is it true that certain faculties are in exercise while others rest. The mind is practically a unit. As a whole it shares the fatigue of its parts. The teacher who plunges into the study of Natural History feeling that she has only a few weeks in which to compass a year's work, may be intensely interested, and may be unconscious of fatigue, but she is exposing herself to the same danger that besets the fashionable tourist who works hard at sight-seeing, and comes home worn-out from a long journey, the common result of that fashionable dissipation.

Variety and moderation are the essential elements of vacation-rest. These secured, under freedom from burdensome cares, no teacher need be anxious as to the particular employments chosen to fill out the hours. If one can travel a little, it is well. If one can do no more than sew a little, read a little ramble in the woods looking for plants or insects, and spend the short evenings in neighborly chit-chat, such occupation

need not be despised for its incoherence. Out-door life is especially desirable for teachers in vacation. But, before all things, let there be content with the means at hand for spending the time profitably. The time will spend itself without worrisome planning if one is ready to accept simple pleasures as a refreshment, in the place of the hard work and dissipation which some call relaxation.

DRUSILLA.

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DR. SEARS AND THE SCHOOLS.

THE editor of the *National Quarterly Review*, in accordance with an announcement in his prospectus, has given, from time to time, prominent and friendly attention to the subject of Education. He has also, in pursuance of often-repeated intentions, subjected many of our schools, and some of our colleges, to criticism, and he claims for the judgments he has pronounced the merits of fearlessness, moderation, and candor. Some of these criticisms have provoked anger and contradiction; and some have opened the eyes of his readers to shams and abuses, and have, therefore, been heartily welcomed by the true friends of education. Dr. Sears is well known to be quite capable, intellectually, of forming a correct judgment upon methods and results in most branches of education; therefore, if he has erred in any of his verdicts, it must be from the presence of some emotional bias, which it would be well, both for him and also for the public, to discover.

We have read a considerable number of the educational articles in the *Review*, with the purpose of ascertaining the proper grounds of objection, if any such exist, to the editor's method of dealing with faulty schools. The best schools are far from perfect, and of all schools the old saying is true: that the largest room is the room for improvement. But all that is known by the public of any particular "institute," "seminary," or "university," is what its managers and immediate patrons say about it. How easily either class may be deceived any of the catalogues from which the editor of the *Review* has taken specimens of bombast and bad English sufficiently show. That schools exist, and even flourish, notwith-

standing those displays of vulgarity, untruthfulness, and incompetence, on the part of their principals, which may be found in some of these documents, is conclusive evidence that self-interest, or indifference, or both, have blinded the eyes of those who should see clearly. Such self-exposures, unheeded by the general public, demonstrate the necessity of thorough examination by qualified and disinterested critics. General attention has been too exclusively directed to the conduct of the public schools, and there has been no responsible supervision of private institutions. We, therefore, find no fault with Dr. Sears for imposing this task upon himself for the public benefit. We only ask, Has he exercised a sound judgment in his methods of investigation? Has he kept aloof from external influences likely to warp his decisions? And, most important of all, has he given impartial reports?

In regard to the method in which Dr. Sears has conducted his investigations, we find much to commend. He has generally made examination in person. He has generally appeared without flourish of trumpet. He has generally attended more than one recitation, sometimes several. He has made keen observation of the accessories of instruction proper, which often have as much influence upon the success of a school as the highest degree of scholastic attainment. If he has seemed to give disproportionate attention to the Latin and Greek classics, this must be pardoned to an ex-professor of the dead languages. The observant reader will make allowance for the small or the indiscriminating commendation which a disciple of the old *régime* bestows upon scientific schools and classes. Let the teachers of such schools or classes, who feel that the learned editor has slighted them, take comfort in the fact that a reviewer does not know everything. He may be a prodigy of classic lore, and still, by his own confession, be far from being an adept in mathematics, while in the realm of physics he may be able to view only, not to review at all. It is not worth while for a school or college to take to heart any want of appreciation in such a case.

We entirely agree with Dr. Sears in regard to *prima facie* evidence against a school which excludes visitors, or receives them on set occasions only. A competent and conscientious



principal knows that his work has defects; but he knows, too, that it will bear criticism. It may be strengthened; it cannot be broken. Only the consciousness of neglect, or of inability to meet the reasonable requirements of the situation—which do not include perfection—will induce a teacher to discourage the attendance of any intelligent stranger. But, unfortunately, the editor of the *Review* has created in some quarters an impression that he is not a friendly, but a captious critic. This may, in some cases, have been the cause of unwillingness to admit him to the hospitalities of the school-room. He has brandished the critic's sceptre freely. He has paraded his fearlessness until some timid, but worthy, teachers have thought it a menace. The chip has lain in plain sight upon the editorial shoulder. "We are not to be threatened or bullied," he writes, again and again. The double-shot *Review* has not been always kept out of sight. There is a grimness in the very urbanity of the cannoneer who, though he forbear to fire the charge, significantly pats the side of his gun, to remind us that he keeps the powder dry and ready for instant ignition. "We have careful notes of what we saw there," writes the editor-critic of a certain academy against which he has pointed the ponderous weapon, "which will be as good six months hence as they are now." And again, of another institution: "We have accurate notes of what we saw and heard. These we shall carefully preserve for use in our next number; and whatever additional, well-authenticated information we may obtain in the meantime, we shall not fail to embody in our estimate of the institute as a whole; cautiously allowing it to modify our present views in one way or the other."

"A chiel's among ye takin' notes,  
And, faith, he'll print it."

may be, even to some excellent educators, a thought sufficiently disturbing to destroy their serenity, and make the reception of any "chie" a cold one. This style of approach, on the part of the eminent critic, is unwise and ridiculous; to be imposed upon by it is more ridiculous still. Teachers should not only be treated politely, as they always are by Dr. Sears, but they should also be disarmed of any suspicion of unfriendliness.



The mention of "my Review" may be intended only as a critical salute, but it is likely to be understood by some as the defiant wave of a weapon. The proclamation of fearlessness is absurd. Why should an honest editor fear to tell the truth about a defenseless pedagogue? Everybody but the poor pedagogue will applaud him for it. If he pervert, or distort, or suppress the truth, he may have somewhat to fear. But it needs no courage to attack an ill-kept, half-instructed, pretentious "university." Not be "bullied" by the keeper of a miserable educational boarding-house! "Fearless" in breaking the windows of a parchment factory! The editor should not try to impose upon us with "his swellings and his turkey-cocks." We will insure his life for five cents against all the educational shams in America. On the other hand, we pity those weak principals who have refused to submit their schools to his inspection. Dr. Sears is not an anaconda. He can neither swallow nor digest a well-conducted school or college. He has not an unlimited influence. His yea or nay is not likely to affect the prosperity of anybody who wears a scarf-skin and does not allow little things to spoil his temper. One single lie, well proven, would be enough to destroy the whole battery of the *National Quarterly Review*. There is just as much damage in one of its disparaging critiques as there is truth in it, and no more. The pedantic parade of Latin and Greek quotations, of "fearlessness," of full notes reserved for future use, does not add a feather's weight to its assertions. It imposes on nobody who reads the *Review*. The great critic's readers are intelligent, and intelligent readers make the same deductions from his egotistical flourishes that they do from the exaggerations of a school catalogue.

We reserve for future discussion that branch of this subject which bears upon the impartiality of Dr. Sears' criticisms.

S. C.

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"*The Centennial Eagle*," a weekly magazine, will be edited and published in Philadelphia during the Exposition, by five members of the collegiate department of Boston University. This is the largest spread eagle known, to date.

*THE PETRIFIED FERN.*

**I**N a valley, centuries ago,  
 Grew a little fern leaf, green and slender,  
 Veining delicate and fibres tender,  
 Waving when the wind crept down so low ;  
 Rushes tall, and moss, and grass grew round it,  
 Playful sunbeams darted in and found it,  
 Drops of dew stole down by night and crowned it.  
 But no foot of man e'er came that way—  
 Earth was young and keeping holiday.

Monster fishes swam the silent main,  
 Stately forests waved their giant branches,  
 Mountains hurled their snowy avalanches,  
 Mammoth creatures stalked across the plain ;  
 Nature revelled in grand mysteries ;  
 But the little fern was not of these,  
 Did not number with the hills and trees,  
 Only grew and waved its sweet wild way ;  
 No one came to note it day by day.

Earth, one time, put on a frolic mood,  
 Heaved the rocks and changed the mighty motion  
 Of the deep, strong currents of the ocean ;  
 Moved the plain and shook the haughty wood,  
 Crushed the little fern in soft, moist clay,  
 Covered it and hid it safe away.  
 Oh, the long, long centuries since that day !  
 Oh, the changes ! Oh, life's bitter cost !  
 Since the useless little fern was lost.

Useless? Lost? There came a thoughtful man,  
 Searching Nature's secrets, far and deep ;  
 From a fissure in a rocky steep  
 He withdrew a stone o'er which there ran  
 Fairy pencillings, a quaint design,  
 Leafage, veining, fibres, clear and fine,  
 And the fern's life lay in every line !  
 So, I think, God hides some souls away,  
 Sweetly to surprise us the Last Day !

—*Mary Bolles Branch.*

THE course of lectures on agriculture, offered to farmers last year by the University of Vermont, did not prove successful. The average farmer does not care to learn what the average professor knows about soils that he has only handled in the laboratory.

DECLAMATION AND COMPOSITION.

THOSE rhetorical exercises which occupy, in many schools, one afternoon a week, are often so conducted that they yield but little pleasure and no profit. Declamations and compositions are very generally the dread of pupils, whereas they may be easily made their delight. Less formal exercises than are customary would be an improvement, and these can be secured by the introduction of weekly reviews. Reviews sometimes fall short of their purpose because the sole reliance of the teacher for refreshing the memory is the repetition of the old questions which were asked in the advance. So much ground must be gone over, no matter how hurriedly; that is the governing thought when the end of the term draws near and the examination begins to loom up in the narrowing distance. The chief obstacles to successful oratory in the case of beginners, are timidity and self-consciousness. The boys are not asked to stand up and tell each other what they know, but are expected to make a show of themselves, or, rather, to exhibit a poor imitation of Chatham, Webster, or Choate. This leads to hesitation on the part of some, and to great artificiality on the part of others. The constrained manner, and the unnatural tones and gestures which are common in all our higher schools, are largely due to the want of suitable general exercises, in which pupils may unconsciously acquire the habit of expressing themselves before the whole school in correct language and with proper attention to the management of the voice. Composition, too, is a needless bugbear, and not unfrequently the preparation is wholly mechanical and imitative. No *thought* is put into the exercise, but the stock-sentences supposed to belong to the oft-repeated subject are strung together, the pupil's ambition being simply to avoid mistakes in grammar and spelling. There is a better way than this.

Instead of separating declamation and composition from other studies, and thus compelling pupils to "make believe," let the teacher make these exercises the vehicle of conducting a general review. This presupposes the habit of using the pencil to write out answers, and of giving verbal answers in other language than that of the text-books. It also implies, on the part of the teacher, the habit of profuse illustration and minute

explanation. These conditions being supplied, it will not be difficult to initiate the pupils in a kind of free-hand composition, to borrow a figure from the drawing-master. Let an hour be given in which they may reproduce the most interesting facts learned during the week in geography, history, or the reading-book. The first object is to test the vividness of the impressions made by study and recitation. If the explanations were not clear, if the recitations were not enlivened by sufficient illustration, we shall find that the memories of the children did not take the facts in charge. We shall also find, in any case, that minds differ in their selecting power, so that one boy will give prominence to facts which are overlooked by another. But these sketches should not be called compositions, nor should all of them be read to the school. Let it be understood that only the best shall be read; that this honor is to be sought for by careful attention to the teacher's explanations to the classes, and to her private corrections marked on the papers.

The common faults of declamation can often be avoided by encouraging pupils to take the place of the teacher and explain some interesting topic with which they are familiar. Let it be a description, in familiar language, of something they have seen or read of. "*Tell* us about it," should be the form of invitation. Let them not dream that they are "speaking pieces." It is better that very simple narratives should be attempted at first. If necessary, let the more timid pupils retain their seats; at least avoid the conspicuity of the platform. A natural manner, the use of original language, and the absence of all the accessories of an exhibition, are indispensable to a right beginning in oratory. Declamation, according to the ordinary method, makes the poorest kind of actors—mere elocutionary machines; but talk, insensibly led, step by step, to assume the dignity of an address to a general audience, develops natural oratory.

In the case of girls, the attention should be directed to the acquisition of an elegant conversational style. This accomplishment, which is too seldom regarded as worthy of special cultivation, must be planted and nurtured in early life, or subsequent efforts will not be likely to produce it. Woman, it is often said, is naturally fitted to shine in society; but unless her con-

versational powers are rooted in a carefully-prepared soil, they will bear but indifferent fruit. To know how to express one's thought clearly and elegantly is no mean result of instruction, and it very seldom grows up wild without instruction.

X.

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*DR. KEATE'S DISCIPLINE.*

HOW an apparently brilliant success in discipline may be in reality a failure, was well illustrated by the career of Dr. Keate, of Eton, whom a writer in *Blackwood's Magazine* describes as "a fiery little despot who stormed himself into the very highest popularity." He was always ready to use the birch at a moment's notice; and yet was as much the amusement as the dread of his pupils.

The school was regulated in his day by the same rules, customs, and text-books which had prevailed during the previous century, and it is clear that he took no steps to improve these. The standards of education were not high, nor were the assistant-masters distinguished; but in default of brilliant gifts or great power as a master, Keate had character, which is of all endowments the one most universally and immediately acknowledged, both among boys and men. But Keate's birch was as inseparable from him as his character. "Blessed are the pure in heart," said the quaint little despot, with his shaggy eyebrows and fiery glances. "Mind that; it's your duty to be pure in heart. If you are not pure in heart I'll flog you." Another anecdote relates how a boy, who had been wrongly condemned, brought forward an *alibi*; but this did not save him; for as he enumerated his actions in detail, Keate interposed, at the end of every sentence, "Then I'll flog you for that!" It is also told of him that, having accidentally received the names of a number of candidates for confirmation on a slip of paper like that used for the "bill," which usually contains the names of the condemned, he insisted upon flogging through the list of catechumens, laying on his strokes all the more heavily on the ground that the boys were setting up a most irreverent plea to evade punishment. The hot-headed

haste which would not pause even to ascertain the truth or falsehood of such an excuse, is poorly compensated by the drollery of the incident, at which, however, it is impossible not to laugh.

That such uncompromising discipline should have subdued the school in every moment of rebellion, and got the upper hand of a great many boyish attempts at resistance, is certainly true; but it is equally true that the rebellions which required such settlement are very much concentrated within Keate's days, and were probably as much produced as they were settled by his unfailing birch. On one occasion, when a whole division was threatened with punishment, and had made up its mind to resist, the energetic head-master solved the difficulty by sending the respective tutors to fetch the boys to him at night out of bed, and flogging them thus triumphantly in detail with perfect success—more than eighty of them exercising his accustomed arm at that unlikely moment, when combination and organized resistance was impossible. The incident is very odd, and the triumph was incontestable; but then, under no master but Keate did a whole division ever swear resistance before—and this ought to be recorded on the other side.

IF "A. Ward," who wished to belong to an army of brigadier-generals, had lived to this day, he might have found an organization to his liking in the State of Ohio, where, according to the late annual report, 42,000 school-officers are in command of 8,000 teachers. But the Commissioner states that these multitudinous generals are almost constantly fighting with each other, "never quite agreeing as to the employment of teachers; the salaries paid them; the distribution of school fund; the erection and location of school-houses, or the character of these houses. Thirty-two thousand local directors are clashing, striving, wrangling with 10,000 members of township boards of education about the provision for 10,000 schools." In view of the unprofitable nature of this fight, we think that even Artemas would soon moderate his ambition, and desire to be promoted to the ranks.

*HOBBIES AND THEIR RIDERS.*

EVERY enthusiasm, from the most exalted moral self-forgetfulness to the most ludicrous extravagance, has been in turn ridiculed as a hobby. There is in the world a tradition against anything which is not pursued with moderation. Even Christianity is not to be too obtrusive; even moral reform is to wear a velvet glove. A man's character is better revealed in his hobby than in anything else belonging to him. Oftentimes the possession of one shows him in a more lovable human light. He must have both heart and imagination to have one. The man who is wholly incapable of fostering one would be a very unpleasant neighbor. It is said that to have no enemies argues that you have no friends, and that to have no prejudices implies that you are too cold-blooded to feel enthusiasm. Without taking either of these sayings literally, it is yet evident that they are built upon truth. The only person who has no individual likings, no bias, no tastes to which he is passionately attached, is either the heartless, calculating, selfish man, who moves through life rather as an automaton than as a being of flesh and blood, and generally ends by ruling his fellow-beings by fear and by wealth, as many statesmen we read of in history, and pettier rulers we hear of, now and then, in the world of business; or the poor, nerveless being whose mind remains all his life a blank, and who sinks unnoticed into an obscure grave.

Some of our friends, especially elderly people, are often the dearer to us for their little eccentricities, which give a touch of piquancy to their character, and most often reveal some amiable trait. Hobbies do not sit so well on the young, for one always has an involuntary suspicion of their genuineness; and, even if they are genuine, youth ought to repress any attempt at thrusting itself forward and claiming undue attention.

Hobbies and collections are somehow related; at least, the mind is used to coupling them together. One can hardly be a collector of anything without becoming absorbed in the collection, and in the knowledge required for adding to and classifying it. Even if the collection has been begun with some object of instruction or benevolence, or as a distraction from



grief, it soon grows to be a great interest of life, and toil in its behalf becomes pleasure and relaxation. But oftener still the hobby precedes the collection, and many people who are taken for sober, humdrum individuals, the mere *padding* of society, would in reality be fast and furious riders of hobby-horses if their means allowed them to give outward expression to their tastes. A very familiar type is the collector of pictures; and the fewer he has the more set he is on his hobby. He gets some fine specimen of an old master "for a song" (such miraculous bargains are half the charm, just as for many women the delight of contriving and piecing, and otherwise skillfully eking out old material to look "as good as new," is much greater than to possess a new dress made of cloth just from the store), and if he is cheated, he probably never finds it out. He often is, and woe to him who, thinking to do him a good turn, undeceives him. But whether the picture be genuine or not, it is the source of unending delight to its owner. He will discuss its points by the hour—the lights and shades, the material of the colors, the style of the painter; he will get the artist's life, buy books on the subject, pin you to your chair while he recounts how he found it, who "restored" it, how it once got injured by a fire; and, lastly, he will put you into corners, or behind cupboards and curtains, that you may be sure to see it in the best light.

Among collectors, none are more voracious, more steady-going, and generally more happy than bibliopolists. In England the country squire is often an eager book-hunter. Books of genealogy and heraldry are favorite tidbits with him, while clergymen often have a special mania for county histories. The collectors of minor curiosities, miscellaneous objects from all parts of the world, are generally old maiden ladies, who have, as a class, the most amiable and touching weaknesses, such as that of the benevolent little fairy, Miss Farebrother, in George Eliot's "Middlemarch," who drops her lumps of sugar into a little basket on her lap, that she may have them to bestow upon her friends, the street-boys. Then there are collectors innumerable of stuffed beasts, of shells, of minerals, of old china, laces, and jewelry, of heathen idols, of all kinds of coins, of autographs, and postage-stamps.



A hobby that used to be rather prevalent, but has somewhat gone out of fashion now, was that of collecting walking-sticks, canes, snuff-boxes, and pipes. Apropos to this, a story is told of an old man whose special mania was snuff, as well as snuff-boxes. He was a man of some standing in English society, towards the latter end of the last century. His sitting-room was fitted up with shelves like a shop, and on these stood canisters of various kinds of snuff. This sanctum was his delight, and the shelves, which ran all round the room, were constantly replenished with new specimens of the weed. He used snuff to an enormous extent, and willingly gave it away to his friends; but storing it was his chief pleasure, and he looked forward to the last variety in snuff—which his tobacconist had a standing order to send him as soon as it touched English soil—with the same glee with which a naturalist expects the newest kind of living ape just imported from Africa. We have never heard but of one person who made a *specialty* of collecting pieces of wedding-cake; she was an old nurse, who had been in the service of a lady employed about the court of William IV. She had pieces of the wedding-cakes of all the princesses of the royal family, including Queen Victoria and some of her daughters, besides remains of the cakes of her mistress's family, a large and ramified one, and of those of any person of title or distinction of whom, through her connections, she could possibly beg these mementoes. The horticultural mania, emphatically a hobby for the rich, is one of the most charming and desirable of hobbies; a healthy one, too, as it keeps one out in the open air to a great extent, and supplies the place of such feverish excitements as arise from an interest in politics, or in the state of the funds.

A hobby rather prevalent among women is a constant attendance at auctions. They cannot resist buying little things they do not want, because they are cheap; and, besides, there is a fascination about the atmosphere of a salesroom, which is not reducible to mere words. It is milk-and-water gambling, as are many other innocent-looking devices used by very worthy people to increase their stock of pretty possessions without paying full value for them. Very opposite to this is the hobby of petty economies, such as untying a knot instead of

cutting it, secreting tiny bits of pencil, keeping a strict watch over matches and candle-ends, etc. It may be a mere habit of mind, but it often degenerates into a foolish hobby, such as is that of keeping every scrap of cloth, silk, or flannel, and carrying about this rubbish from place to place, for the chance of its "coming in usefully" at some future time. Of course we know how many a gorgeous quilt has been evolved from these savings of years, and how mats have been made of the coarser refuse, and the rest sometimes thriftily sold to the paper-mill; but these are often exceptions, for time and deftness are wanting to many who have the instinct of saving, and such small economies are apt to have in themselves a tendency to narrow the mind. Besides, what is thrift in one case is parsimony in another; and while one family may be praiseworthy in its attempts to "take care of the pence," such care would be despicable in another of easier means.

Among special hobbies, one is said to have been the property of a rich old Englishman of the olden time, who altered a house on purpose to suit it. He could not bear the sight of a female servant, and so angry was he at meeting one on the stairs that he sent for a mason to contrive hiding-places, here and there, in which an unlucky maid, if she chanced to meet the master, might take refuge out of his sight. The whole house was full of such cunningly-placed holes, and in this odd, honey-combed state it passed to his next heir.

Have you ever known any one whose "best parlor" was their hobby—a scrupulous, Dutch-like reverence for immaculate cleanliness and order? Scarcely any hobby is more terrible to the stranger or casual visitor. Akin to it is the excess of punctuality by which some people make their guests wretched: Both grow to be a punishment to the person himself; for he, or oftener she, suffers torture every time a guest comes in with snow on his boots, or any one puts a cup of coffee on a marble table, or leans his head on the back of an easy chair. Half the day is employed in dusting and cleaning the sacred precincts, and the other half in resting from the exertions thereby incurred.

At one time there was in London a great mania for Turkish baths. A person of some note as a writer, and, we believe, an

M. P., took up the subject vigorously, and had a Turkish bath built adjoining his own house. Here he passed the greater part of his time, combining his reading and writing with the delights of his new hobby. But he had an old hobby as well, which was the evil agency of Russia in the politics of Europe. Like the philosopher who asked but one question on the occasion of any disturbance—"Who is *she*?"—this man acknowledged but one possible element of discord at the bottom of any diplomatic *imbroglio*—*i. e.*, Russia. A friend of his called on him one day about mid-day, and, being ushered into the hall, heard his voice shouting from behind the door leading to the bath: "Come in, S—, and we'll sit here a while. Stay to luncheon, won't you? It is only two hours to wait." The friend was so amused that he took off his clothes and submitted to the novel invitation of spending the time of a morning call in a Turkish bath. Of course the conversation soon fell on Russia and its demoniacal secret agency in all the troubles of the world. The man was exceptionally clever, and these oddities of mind and behavior only made his society more charming to his friends and more *piquant* to his acquaintances.

Bores, pure and simple, are of a remote kindred with the riders of hobbies, and are of as many kinds. There is the croaker, who cherishes some pet grievance and favors every one with it; the singer, who is offended if he is not asked to perform, and is not applauded at the end like the leading tenor of the hour; the critic, who thinks he would lose his reputation if he condescended to praise anything, or to admire and be pleased like a common mortal; the man (or woman) who sets himself up on a pedestal and assumes, subtly but unmistakably, that he is entirely above his neighbors; the man who has quarreled with somebody, and insists on reading you the whole correspondence; the man who is sure always to come to see you at inopportune times, and, worse still, never knows when to go away; the amateur—a terrible species—who imagines he can paint, or play the pianoforte, or the flute, or write poetry, or draw plans, or, in short, do anything which it requires a lifetime to *learn*—for the greatest always think themselves still at the bottom of the ladder of knowledge; the man who tells

stories to satiety, and expects them to be laughed at; the man who interrupts a *tête-à-tête*, or who is so full of some interest of his own that he insists on your sharing it when you show no inclination to listen to him; the man who cannot take a hint, though he is as good-natured as he is obtuse—these there are, and many more, who are the human mosquitoes of the world.—*The Catholic World*.

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#### DISORDER AMONG COLLEGE STUDENTS.

A WRITER in *Lippincott's Magazine* discusses the influences which combine to make the students of American colleges disorderly and otherwise forgetful of true manliness. He thinks that the spirit of caste is the most marked trait in college life, and that it is nourished largely by the dormitory system, which involves espionage petty and restraints, and therefore produces petty insubordinations. He speaks also of an indiscriminating community of action among students, that destroys true independence of character.

He says, "The inmates of a dormitory insensibly acquire the habit of standing by one another." In illustration of the contrary tendency, he mentions Cornell University, where the students, with the exception of the "working corps," who are too busy at various kinds of manual handiwork to waste time in "class strikes," are lodged in private houses, and have been exceptionally orderly. The Sheffield Scientific School is another case in point, showing that the organization and management of large student-hotels is not an essential part of collegiate administration, and that it is possible to have good order and thorough application to study, without adding this burden to that of instruction. The writer asserts that this latter institution was "the first to solve effectually the knotty problem of discipline. It has made its pupils feel from the moment of entrance that they were young men, and must act as such. Whenever interference became necessary, it has acted promptly, without haste or severity, and also without vacillation." The influence of large towns is also considered in the same article, and the conclusions drawn, based upon a

comparison of the records of discipline in small and large colleges, in corresponding communities, are in favor of the great cities. The small community is overawed by the college, and does not afford it the stimulus or the check of a larger and more independent life. "Town-and-gown" conflicts are impossible in a large city; and young men who are treated as ordinary members of the community are not confirmed in the preposterous self-conceit and in the obnoxious disregard of proprieties which distinguish college students. Other influences are doubtless operating to diminish the clannishness and spirit of insubordination that have disfigured American college life, such as the introduction of optional and scientific courses, the division of classes for recitation, and the necessary partial abandonment of minute supervision.

We should like to see a thorough application of the following general scheme of administration in those colleges that are located in small towns and that are obliged to maintain dormitories to accommodate the students. First, the relegation of civil disorder to the civil authorities. If a student destroy property, or violate personal rights, let him be treated as any other citizen would be. Then let the internal order and discipline of the college be maintained by the students themselves, under the operation of a Code of Honor embodying those leading obligations which, even in the estimation of the young, rest upon all who aspire to be gentlemen and scholars. That code could be established by the students themselves, and its obligations be defined, limited, or extended, from time to time, under regular rules of procedure, so as to meet all exigencies. The "College Laws" should be approved by the Faculty; and the executive and judicial power should be vested in some member or members thereof. The penalties for the violation of these laws, thus enacted and administered, having been established by the students themselves, and being invariable, would be shorn of that unfortunate association with imputed favoritism which so often undermines college discipline. Moreover, all special legislation being excluded from the system, and suitable checks being provided against temporary causes, this self-government would turn against disorderly students the expressed moral sentiment of the great

majority. They would be criminals, and meet no sympathy. The responsibility involved in sharing the conduct of the college would appeal to the self-respect, dignity, and impartiality of the students. No longer could there be that unfortunate division which exists in many schools and colleges, separating teachers and pupils into opposing parties, animated by a feeling of "natural hostility." The natural relation of the teacher to the taught, especially in our higher institutions, is simply that of an older and wiser friend, who stands ready to guide willing feet in difficult paths. Coöperation and sympathy should be his without stint. But if the relation be complicated by questions of government, this *entente cordiale* is imperiled, and, in most cases, destroyed. The teacher loses authority, not because he is an incompetent instructor, but because he is a poor disciplinarian. The good disciplinarian may be respected, at least, feared, but he may be a very poor instructor. Why should the whole burden of governing a class of fifty young men be thrust upon him, if they can govern themselves? Why should this troublesome problem of government be made more difficult by intrusting it to men who are, or ought to be, chosen to their positions chiefly on the ground of their ability to impart instruction? In schools for younger pupils, such a combination of personal government and teaching is necessary; but is it necessary in a college?

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#### FRENCH AND AMERICAN COOKERY.

THE superiority of French cookery, in point of economy and variety, has long been conceded. For some reason, however, English and American housekeepers have been slower to follow French lead in the preparation of food than in the cut of their gowns. The latest Paris fashions are a necessity of life; but it is sufficient for the inner man that it be lined with "the best the market affords"—cooked as the fates may determine.

For this condition of things the eating man is as much to blame—if blame there be—as the cooking woman. We have the vice of all young peoples, the vice of unconscious extra-

gance. We think it mean to save. We would rather work harder and longer, in order to support an appearance of plenty, than confine expenditure to actual needs. It is too much trouble to economize. We abhor pettiness, and adore large outlay, liberal provision, and easy methods of spending. We are prone to be ashamed of our half-way economies, and to confine them to our most private concerns. When our greenness has given place to a riper civilization, we shall enact our real independence by making every dollar bring us a full dollar's worth. While that day is coming, and in order to hasten it, we shall condescend to learn something from French housekeepers. A late writer gives an interesting account of French culinary management, parts of which we transcribe.

In 1855-56, a period when there were fewer railroads than now, we journeyed leisurely through France, and obtained views of interior life which are not easily forgotten. From these observations we unhesitatingly declare that the eating in middle-class French houses, inexpensive as it is, is certainly far superior to that of the majority of the richer classes in this country. It consists of few dishes, of smaller quantities; it is composed of low-priced articles, and reference is had to the amount of nutriment secured. The French are too wise to waste money in the purchase of fish, flesh, or fowl, when these cost more than their nutrient values. They study the markets, and select such foods as are sold at reasonable rates and furnish muscular and nerve strength. The provisions are bought with reference to the use which is to be made of them, and no more than is needed in twenty-four hours is purchased at one time. A Frenchwoman knows that a cheap chicken will serve for boiling, and the water is invariably made into a nice soup with vegetables. A better fowl would be selected for roasting, especially if guests were expected. Cabbage, asparagus, and artichokes are more nutritious than potatoes, and are therefore oftener seen upon the table. Dark bread, made from whole wheat and barley, is the only kind used by the poorer classes, and eggs, which are usually cheap, are largely consumed. Butter and cheese are sparingly used; they are too costly.

The French housewife knows from experience how much



weight of food she requires at each meal, and provides just that and no more. A large piece of meat is rarely seen upon the tables of even the richer classes in France; the portion is usually small, and the meal is supplemented with a fair allowance of soup, bread, and vegetables. This management does not lessen the attractiveness of the meals, or indicate unpleasant parsimony. Small dishes of each sort of food enable French housekeepers to economize on the dearer articles. The "waste-buckets" belonging to French families present a very different appearance from those found at the kitchen doors in this country. A French gentleman once observed to the writer that the Americans were a wicked people, as shown by their peculations, murders, drinking habits, thefts, etc.; but in nothing was the wickedness more distinctly indicated than in the contents of the "waste-carts" as noticed in the streets of our cities. A people addicted to such wanton waste ought to suffer from protracted famine, or some calamity which would teach lessons of economy in the use of food materials.

In France it costs only one-half as much to cook a meal as it does in this country, and fuel of every kind is much dearer. Our big stoves and cooking ranges are in constant blast summer and winter, and there is a prodigious waste of fuel. The same amount of coal is consumed to boil a tea-kettle as is used to roast a sheep. A small dish requires but a small amount of fuel to cook it, and a pint or quart of charcoal will do more work in a French kitchen than ten pounds of anthracite will in ours. Cookery is carried on almost exclusively with wood or charcoal fires, kept down to a low smoulder when not needed, and roused to activity in five minutes when the time comes to use them. Small quantities do not take so long to cook as large ones, and even in the case of soups which require hours of gentle simmering, the very nature of the process prohibits strong flame and its accompanying waste of fuel. The French never *boil* meats unless for the purpose of making soups. They regard boiled meats as comparatively worthless, and never serve them unless in some prepared form, to restore flavor and lost nutrient principles. We forget in this country that to *boil* food, be it meat or vegetables, is to extract from it, first, its volatile aroma, then its essences or juices, and its nutritive



power; and these go out into the hot water, which is stupidly thrown away. Boiling meat or vegetables in France is to make soup, and even the water in which beans and cauliflowers have been boiled is always kept to serve as a basis for vegetable soup. Every liquid which has received the extracted flavor of a boiled substance is looked upon as precious, and is employed again in some form so as not to waste the properties which it has acquired. The entire system of French cooking, both in form and practice, is to save the whole nutritive elements of every substance, to pass into the stomach, instead of allowing it to be poured down the sink-spout or sending it to the pigs. The lesson taught us in this regard should be heeded. Butchers' bones, and those of fowls, which here go to the waste-bucket or to the soap-boiler, covered with fragments of meats and loaded internally with rich suet, are in France carefully sought for and employed in making soups.

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#### *SUMMER EDUCATIONAL GATHERINGS.*

THE ANNUAL MEETING OF THE NEW YORK STATE TEACHERS' ASSOCIATION will be held at Watkins, on the 25th, 26th, and 27th of July. The General Association will hold sessions each afternoon and evening. On Wednesday and Thursday mornings the several sections will hold separate meetings. Among the important reports and papers to be presented are the following: On "Drawing," by Hon. Nelson Gilmour. On "Compulsory Education," by Prof. Harrington. On "The Law of Heredity in Education," by Dr. Cruikshank. President Porter, of Union College, and Prof. Shackford, of Cornell, will also make addresses.

THE NATIONAL EDUCATIONAL ASSOCIATION will hold its annual meeting in the Academy of Music, Baltimore, on July 10th, 11th, and 12th. We select for mention some of the more important topics to be discussed, which will be introduced by papers and reports, as follows:

The Demands of the New Century upon the Common School; by Rev. A. D. Mayo, Springfield, Mass.

The Normal Schools, their Past, Present, and Future; Richard Edwards, LL.D., late President of the State Normal University, Bloomington, Illinois.

The Country School Problem; Prof. Edward Olney, of the University of Michigan.

The Moral Element in Primary Education; Hon. W. H. Ruffner, State Superintendent Public Instruction, Richmond, Virginia.

Address by President Noah Porter, Yale College.

The Political Economy of Higher Education; Hon. H. A. M. Henderson, State Superintendent Public Instruction, Kentucky.

Position of Modern Mathematical Theories in our Higher Courses of Pure Mathematics; Prof. Wm. M. Thornton, University of Virginia.

Position of the Modern Languages in our Systems of Higher Education; Prof. E. M. Jaynes, Vanderbilt University.

Report on Practice Schools; Miss D. A. Lathrop, Cincinnati Normal School.

Relations of Normal Schools to other Schools; President J. Baldwin, Missouri State Normal School.

What Normal Schools do to Form Right Habits of Thought and Study in their pupils; Prof. C. A. Morey, State Normal School, Minn.

Methods of Professional Training in Normal Schools; Principal J. W. Dickinson, State Normal School, Westfield, Mass.

#### DEPARTMENT OF ELEMENTARY INSTRUCTION.

Vocal expression; Mrs. M. J. Warren, of Philadelphia.

The Kindergarten, with Illustrations; Hon. B. G. Northrop, Secretary of Education, Connecticut, and Madam Kraus-Belte, New York City.

How shall we Train our Primary Teachers; Supt. John Hancock, Dayton, Ohio.

Text-Books adapted to our Modern System of Education; Dr. James Cruikshank, Brooklyn, N. Y.

Paper by Miss Minnie Swayze, Trenton, New Jersey.

Practical Aspects of Object Teaching; Hon. M. A. Newell, Maryland.

Common Sense in Education; Wm. J. Davis, Editor *Home and School*, Louisville, Kentucky.

DEPARTMENT OF INDUSTRIAL EDUCATION

The Industrial Education of Women; Hon. Ezra S. Carr, State Superintendent of Public Instruction, California.

Instruction in Manual Arts in Connection with Scientific studies; Prof. Manly Miles, Illinois Industrial University.

What can be done to Secure a Larger Proportion of Educated Labor among our Producing and Manufacturing Classes; Prof. William C. Russell, Cornell University.

Drawing as an Element of Advanced Industrial Education; C. B. Stetson, Boston, Mass.

It will be seen that the managers have provided a great variety of practical subjects upon which the most competent minds are bestowing deliberate preparation. But the presence of earnest teachers who have diverse opinions on special points will have, as usual, a sharpening effect upon the debates, and bring out whatever vulnerable spots there may be in the polished armor of the leaders.

THE eighth annual meeting of the American Philological Association will be held in New York, July 18th, at the University.

THE twenty-fifth meeting of American Association for the Advancement of Science will commence at Buffalo on Wednesday, August 26, William B. Rogers, President.

THE American Institute of Instruction meets at Plymouth, N. H., on July 11th, 12th, and 13th, and will be addressed by President Smith, of Dartmouth College; President Buckham, of the University of Vermont; President Hulbert, of Middlebury College; Hon. John Eaton, Commissioner of Education; J. M. Hall, Esq. and J. C. Greenough, Esq., Providence, R. I.; Prof. H. O. Ladd and Prof. Hiram Orcutt, of N. H.; Prof. C. O. Thompson, Prof. L. S. Burbank, and T. W. Bicknell, Mass.

A NATIONAL CENTENNIAL INSTITUTE for teachers will be

held at the Atlas Hotel, Philadelphia, during July and August, under the leadership of Prof. Geo. P. Beard. Among the lecturers already engaged are: Hon. B. G. Northrop, LL.D., Hon. Wm. T. Harris, LL.D., Prof. J. C. Greenough, A. M., J. B. Merwin, Prof. J. W. Shoemaker, Prof. Walter Smith, Rev. Noah Porter, D. D., LL.D., Hon. E. E. White, Prof. E. V. DeGraff, Prof. Benj. W. Putman, Prof. Edward Brooks, and others. The Atlas Hotel is to be made, so far as possible, the headquarters for teachers, and will be so conducted that they may stay long enough to study the Exposition without unduly flattening their purses. We trust many of our readers will attend this and other educational meetings this summer, and gain new ideas, new zeal for old ideas, and such a general rekindling of enthusiasm as comes from communion with fellow-workers.



### *SIGNS OF PROGRESS.*

CHAIRS of the Theory and Practice of Education are to be immediately founded in the Universities of Edinburgh and St. Andrews, in Scotland, \$30,000 having been offered to the former and \$20,000 to the latter for the purpose.

SEVERAL of our colleges are giving greater prominence than heretofore, in their courses of study, to the English language and literature. They recognize the fact that the mother tongue furnishes many productions which may be as profitably studied for mental discipline as any Greek or Latin classic. Yale, Harvard, Dartmouth, and Bowdoin are taking the lead in this movement.

THE Massachusetts Legislature has enacted that the School Committees shall direct what books shall be used, and shall prescribe as far as is practicable the course of studies and exercises in the schools. A change of books may be made by a two-thirds vote of the whole committee, provided notice of such proposed change has been made at a previous meeting of the Board; and if any change is thus made, each pupil then belonging to the public schools requiring the substituted book, shall

be furnished by the school committee at the expense of the town or city. This provision intrusts the selection of books to competent and responsible judges, prevents burdensome changes, and gives all reasonable opportunity for adopting improvements. We would recommend a similar law to the Legislatures of those States which have regulations forbidding changes for six years, or where the whole business is left to that slipshod and wasteful personage called "everybody," or "anybody."

It is a hopeful sign when attention is publicly called to an abuse or neglect which has long lain unobserved. The School Trustee is, in a multitude of instances, the champion shirk of his neighborhood. He regards the position as a sinecure, and gives it as little thought as possible. The more responsibility that the law unwisely commits to him, the more he devises means to evade it. The necessity for a proper division and assignment of the duties of supervision is made a subject of discussion in more than one of the late annual State Reports, and we hope the time is not distant when the organization of local Educational Boards will be so thorough that no officer will be able to evade his duty.

THE Massachusetts Association of Classical and High School Teachers took up for discussion, at their annual meeting in April, the subject of "Requisitions for admission to higher institutions." Among the recommendations of the committee appointed last year to consider this topic and report upon it, we find the following: "That it would be well to propose each year a list of twenty or twenty-five works by standard English authors, the candidate being required to give satisfactory evidence that he has read a certain number (say ten or twelve) of them, and to show that he has a critical knowledge of two or three, the latter to be specially designated each year." It has too long been taken for granted that young students will of their own accord make themselves acquainted with the standard literature of their mother tongue. Many have but limited access to it; others find their days well filled by the required studies; and a larger number still heedlessly

allow their reading hours to be occupied by the newspaper or the new novel. The result is that some of them graduate from higher institutions "with honor," while totally ignorant of the masterpieces of English literature. They can babble poor Latin, and translate Homer and Demosthenes; but know Milton and Shakespeare only through the most cursory reading. We think some of the time spent in memorizing Latin and Greek expressions and terminations might be profitably spent in the critical examination of Chaucer. Other students, finding the well of English more attractive than the Latin cistern, willfully neglect their classical studies, to pursue an "independent course of reading," and being without proper supervision, they waste much of their time. We hope the Massachusetts teachers will inaugurate the reform which has been brought to their attention.

THE Syracuse University summer school of art will provide instruction in free-hand drawing, perspective drawing, painting in water-colors and oils, photography, and modeling, and mechanical and architectural drafting. Parties will be formed to sketch from nature, in the vicinity of Syracuse. Twenty-one lectures on art subjects will be given, and a loan exhibition of works of art will be held in the University building during the summer.

THE School Commissioner of Rhode Island puts this bit of practical wisdom into his Report: "A teacher ought not to be paid more according to the *place* she holds, than according to what she *is* and does. Such a system destroys ambition to excel, desire for improvement, and all the better impulses of the teacher, and converts her into a place-seeker, in which condition she is hardly one remove from the political office-holder." There is evidence that the people are beginning to adopt this view, since the pay of *good* primary teachers is surely, though slowly, advancing. In Rhode Island the increase in the wages of female teachers in low-grade schools for last year was \$2.31 per month.

THINGS TO TALK ABOUT.

THE fidelity of the dog has not heretofore been attributed to the possession of a conscience, but rather to the prompting of an affectionate disposition, guided by unusual sagacity. Yet, close scientific observation has led some modern naturalists to claim for him this moral attribute. Mr. Romanes gives an account in the *Journal of Science* of the behavior of a terrier, which bears all the external marks of conscience as a motive power. He says: "I had had this dog for several years, and had never—even in his puppyhood—known him to steal. On the contrary, he used to make an excellent guard to protect property from other animals, servants, etc., even though these were his best friends. Nevertheless, on one occasion he was very hungry, and in the room where I was reading there was, within easy reach, a savory mutton chop. I was greatly surprised to see him stealthily remove this chop and take it under a sofa. However, I pretended not to observe what had occurred, and waited to see what would happen next. For fully a quarter of an hour he remained under the sofa without making a sound, but doubtless enduring an agony of contending feelings. Eventually, however, conscience came off victorious, for, emerging from his place of concealment and carrying in his mouth the stolen chop, he came across the room and laid the tempting morsel at my feet. The moment he dropped the stolen property he bolted again under the sofa, and from this retreat no coaxing could charm him for several hours afterward. Moreover, when during that time he was spoken to or patted, he always turned away his head in a ludicrously conscience-stricken manner. Altogether, I do not think it would be possible to imagine a more satisfactory exhibition of conscience by an animal than this; for it must be remembered, that he was never beaten in his life."

THOSE were golden words which Charlotte Cushman once addressed to the friend of a lady who desired to go on the stage: "Tell her from me that, if she is going to try that



work simply because she can think of nothing else to do, she will never succeed. But if it is the one thing of all others that she desires to do, and that she will do with her whole soul, she may try." The teacher who enters the school-room from no higher motive than self-support, and who can feel no enthusiasm for its labors, may well take these words to heart. Success that is only tolerable, is next to intolerable. Not even the drudgery of the profession can be properly performed by unwilling hands, while its higher demands can only be met in the spirit of devoted self-sacrifice. Only a patient and stout-hearted learner can ever become an especially successful teacher.

STEAM is reckoned to be ninety times cheaper than manual power, seventy times cheaper than electro-motive power, and ten times cheaper than horse-power.

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### CURRENT PUBLICATIONS.

"THE GERMAN POLITICAL LEADERS," by Herbert Tuttle,<sup>1</sup> gives an account of the public character and career of Prince Bismarck, Dr. Falk, Count von Arnim, President Delbrück, Prince Höhenlohe, Edward Lasker and others, who have been instrumental in bringing about the unity of Germany and the liberalizing of the Prussian Constitution. The author has the authority of an eye-witness in describing scenes in the German Parliaments, and his narrative is both comprehensive and sufficiently illuminated with interesting details.

"FREE, YET FORGING THEIR OWN CHAINS," is the title of a semi-religious novel,<sup>2</sup> exhibiting the tyranny of trades-unions among the miners of Pennsylvania. Many startling events are introduced, and there is much sound sense regarding financial integrity and the danger of marrying for fortune without affection.

<sup>1</sup> G. P. Putnam's Sons.

<sup>2</sup> By C. M. Cornwall. Dodd & Mead.

DR. WM. A. HAMMOND has collected a great many accounts of the strange effects produced by nervous derangement, and has given them to the public in a book\* entitled "Spiritualism." Many of the accounts are marvellous—some not easily explained—but we think that even those unsuperstitious readers who do not believe in supernatural interferences would rather have something besides the Doctor's too frequent and bare *assertion* that these phenomena are solely the result of fraud, hysteria and disordered imagination.

THE Poems of Wordsworth will always have admirers. This cheap edition† of a portion of them is convenient for popular use, except that part of the book is printed in too small type. We think that the compiler might well have omitted the ecclesiastical sonnets, many of which have little interest for this country and age, and thus have secured large type for the whole book.

PROF. SPRAGUE'S edition of Milton's *Comus* is designed for use in schools, as well as for private study, and therefore very properly contains such explanatory notes and lists of synonyms as may be found helpful in searching out the nicer beauties of this incomparable classic. Prof. Sprague's annotations display most excellent judgment. He calls attention to points that might otherwise be missed by the average student, including both the felicities and the defects of the poem, and his explanations of classical and other obscure allusions add immensely to the reader's enjoyment. No habit can be more serviceable to those who wish to form a good English style, and to educate their own critical faculty, than that of making close comparisons of words having nearly the same meaning. Accuracy and beauty of expression go hand in hand, and it would be well if the pupils in our schools were always trained to give synonyms for the principal words occurring in their ordinary reading lessons. Indeed, we can conceive of no better reading manual for advanced classes than this edition of *Comus*. It is handsomely printed, and bound in stiff paper covers.

\* G. P. Putnam's Sons.

† Ginn Bros.

**AN EXPLANATION FROM PROF. ALLEN.**

CAMBRIDGE, JUNE 4, 1876.

MR. EDITOR:—I received, two or three days ago, and have looked at this morning for the first time, some remarks in the "Monthly" upon certain books having my name on the title page, and in particular, on a key to one called "Latin Composition." I notice numerous cheerful, not to say complimentary, phrases, scattered here and there, such as "ridiculous," "barbarous," "monstrosity," "slovenly and hasty," and so forth. These are not exactly the amenities generally thought to prevail among gentlemen and scholars; but as they belong to the rhetoric of the remarks and not to their logic, I suppose I may pass them by. Even if I had time, I should not think it fair to your readers to take up the space that would be needed to go over the remarks in detail; so that, for the great majority of his assertions, the writer must for the present be left in possession of the field. There are, however, a few of the points on which I should like the privilege of a word.

In the first place, the pages which are the subject of remark, show on their face that they appear, at best, in the condition of half read proofs. The circumstances under which they were printed during vacation, by the mistaken zeal of the publisher, without the act or knowledge of either of the authors, we have briefly stated elsewhere.\* Once out, there appeared to be nothing we could do but hold our tongues and make the best of it. These circumstances were presumably known to the writer of these articles, to whom they were communicated in a private note as soon as the first of them was published. I admire his industry; but really it seemed hardly worth while to spend it on our proof-sheets.

Of the points which he has indicated, a large part will thus appear to be, 1. Obvious misprints, to be corrected by ordinary proof-reading; 2. Discrepancies with text or notes, where more than one form is admissible, which would disappear in a revision; 3. Phrases more or less open to difference of opinion, which would have been further considered, but that "some one had blundered" in putting out the book. Take these away and there will remain a fair margin, no doubt, on which the writer's judgment will be taken for what it is worth. I am very sorry to appear in the awkward attitude of apology, and eat my humble pie in public; but had assumed that no fair-minded critic would take advantage of the circumstance which I have thus been obliged to explain. Errors resulting from oversight, accident, or illness, of course cannot be apologized for, only corrected at the first opportunity.

The note or paragraph accompanying the Key made part of my own first draught of a preface to the (theoretically) completed book. Nothing was farther from my thought than the possibility that, having been struck out from its connection, it might turn up again, like a bad penny, in company with something else! Somebody must have thought the sentiments too good to be thrown away. The  *motive*  of the paragraph was to meet what I think a foolish prejudice against the use of the key at all. It defends that use solely on the ground of the advantage of *comparing notes*, not of the assumed merits of our work.

In the next place, the writer gives (unintentionally no doubt) an untrue impression, by associating "Allen & Greenough's Latin Grammar" with a "Manual" considerably less than half its size, published several years before it; even expressly calling the former a revised edition of the "Manual." It probably was not worth his while to give either book the three minutes' notice which would have sufficed to show this to be a very great error. Excepting a corresponding arrangement of topics and a few isolated statements, covering less than five pages in all, the books are absolutely independent of each other. The "Manual" was prepared at a time when a narrow and formal pedantry seemed to many the chief foe of scholarship in this country: some of its phrases, in fact, were expressly designed to provoke the opposition it met, and when there was a wide even if mistaken demand for "a small grammar." We (the authors of the Manual) would have been well satisfied at first with the prospect of circulating five hundred copies, and the chance of getting certain points fairly before the public. To our surprise (knowing its shortcomings, as we did, better than anybody), between fifteen and twenty thousand copies have been taken up, and it is still used, here and there, in preference to any of the larger grammars. This shows, I say, not

\* Not more than twenty or thirty copies were ever distributed, the rest being destroyed. They were distributed privately, the key having been neither published nor announced for publication.

the merits of the book, but the state of things that called it out. For better or worse, it stands on ground absolutely apart from and independent of the other.

Again, this difference is fairly illustrated in the two points as to which this writer has brought them into direct comparison, the Gerund and the Locative. The theory of the "Manual" as to these was strongly influenced by certain views of English scholars, represented in Key's grammar and (as I notice) in some of the recent excellent English text-books.\* Now Key—learned, opinionated, and contemptuous of Sanskrit—vigorously upholds the view of the gerund, nominative and all, which, I learned in my childhood, and which is impliedly censured by this writer. Even Roby, representing the best of the new English scholarship, gives at least partial sanction to this, as against that more commonly accepted, which I suppose we may call the German view. I am not at all ashamed to confess that, after the publication of the "Manual," I put myself to school, and was convinced, if not of the error of my former opinion, at least of the inexpediency of introducing a disputed theory into an elementary text-book. But when the writer says that we confound the use of infinitive and gerund, as in the definition of "*resistance*," he ought at least to recognize that the difference of their use is carefully set down in the grammar (A. & G., p. 206). The vocabulary of the "Composition," as all such partial vocabularies are, is a makeshift for those who cannot or will not use a proper lexicon; but it is not exactly meant for dunces or fools.

Again, with regard to Locative uses. The writer, by his use of an incautious phrase, might give the impression that in the "Manual" we call it "the dative of places," as if by our own theory, authority, or sanction. This is exactly what we intended to guard against. We did, indeed, once use the phrase that it "may be" so called, as in fact it is by Key (who elaborately defends that view of it) and by sundry others. But we carefully stated in the preface just how much was meant by that phrase; and, under the proper head (page 74), we made an exposition of the form as unexceptionable, I should think, as any so brief statement could well be made. It must be borne in mind that, at the time the "Manual" was published, every school grammar in the country, so far as I am aware, held to the old rules, calling *Roma* "at Rome" a genitive, and *Athenis* "at Athens" an ablative! Not very blamable, surely, even if we did call them both datives—which, in form, they certainly are.

It is needless to say, however, that this view does not hold water under the test of comparative grammar. We have learned more since then of the functions of the "locative ablative," and so have laid ourselves open on a new side to your critic's fire. Now, he is doubtless familiar with Sanskrit, as I am not; and can tell me on what ground he dissents from the view of Delbrück, which we have followed in the larger grammar.\* He of course understands that this is a matter *not of grammatical theory, but of historical fact*. When he calls it a "crude notion," he ought at least to give some basis of argument for so bluff a censure.

One other remark of his is at least a little hasty; possibly some persons might even call it dishonest. He charges us with saying (Comp. p. 30) that *magni* and *parvi* are used as "genitives of price." What we do say is, that "indefinite price or value" is expressed by certain genitives of quantity, citing "*magni, parvi*, etc.," to designate the well-known list, and referring to the passage of the grammar where it is given, *with precisely the limitation he charges us with ignoring*, only expressed with more precision (p. 141).

A single other point I will mention as a real curiosity of criticism. I had used in the Primer the phrase *discere bonos mores*, which he objected to, on what ground I could never quite understand—I suppose, because I used it. I cited, accordingly, a familiar verse of Virgil, in which the verb takes both an accusative and an infinitive after it. But no, he tells me *disco* cannot govern that particular accusative *mores*,\* not having found that phrase in his dictionary. Now Plautus (M. G. 1359) happens to use that very construction, *muliebres mores discere*. Next, I suppose, our friend will say (judging perhaps from experience), that though we may learn *bad* manners with that verb, we cannot possibly learn *good* ones! And to this I shall have nothing whatever to reply, except that Ovid was very much mistaken when he said, "*Ingenaus didicisse fideliter artes Emollit mores, NEC SINIT ESSE FEROS*."

Your obedient servant,

J. H. ALLEN.

\* The following phrases are given by Delbrück as locative in origin: *animi* (*animis*), *pendere, flumine lavare, proelio cadere, jure consultus, humero ferre, promissis manere*; also, the ablative with *gaudere, lactari, gloriari, fretus*, and the like.

## PUBLISHERS' DEPARTMENT.

Nothing that has been published for years in the line of *Latin Text Books*, will be found more worthy of attention than the masterly works of *Prof. Gildersleeve*. His *Latin Primer and Grammar* are especially commendable. Published by the *University Publishing Co., New York*.

**Messrs. P. Garrett & Co.,** of Philadelphia, Pa., have just issued the twelfth number of their "100 Choice Selections," and it seems to be fully up to the standard of these very meritorious Publications. If you want "something new to speak," get it at once. The third volume of "The Speaker's Garland" is also ready. See advertisement elsewhere.

**The Art of Reading Music**, by Mrs. L. B. Humphreys, is meeting with enthusiastic approval wherever Mrs. Humphreys has tested its use with a class in the school-room. Her system is natural and most successful. It will enable pupils to learn to read music at sight, as readily as they learn to read the first lessons of their primers. The day is not distant when Mrs. Humphreys' plan will be recognized as revolutionizing the art of teaching music in our schools.

**A Timely Discourse on School Apparatus**, in circular form, showing a practical way of meeting some of the wants of the school-room, is now ready, and will be mailed to any address on application, with stamp. Address *J. W. Schermerhorn & Co., 14 Bond street, New York*.

**Teachers, more than any other class**, are interested in *suitable exercise* for themselves and their pupils. Hence, we give recent testimony concerning *Dr. Johnson's Health-Lift*:

**J. B. Pradt, Assistant State Superintendent Public Instruction, Wisconsin.** I have found *Dr. Johnson's Health-Lift* an excellent thing. Having little time for exercising, it proves *great economy*. It has been of *service to my health* already, *relieving the effects of much sedentary confinement*.

**Henry L. Harter, A. M. V., Principal State Normal School, Potsdam, N. Y.** Two of *Dr. Johnson's Health-Lifts* are in use in our school for some time, and *they are winning golden opinions*. Teachers and students

vie with each other in their use, and are receiving *positive benefit* therefrom. Our ladies, especially, speak of them in high praise. They are the *EUREKA of exercise*, *economical both of time and money*; a perfect *vade mecum* for the literary man.

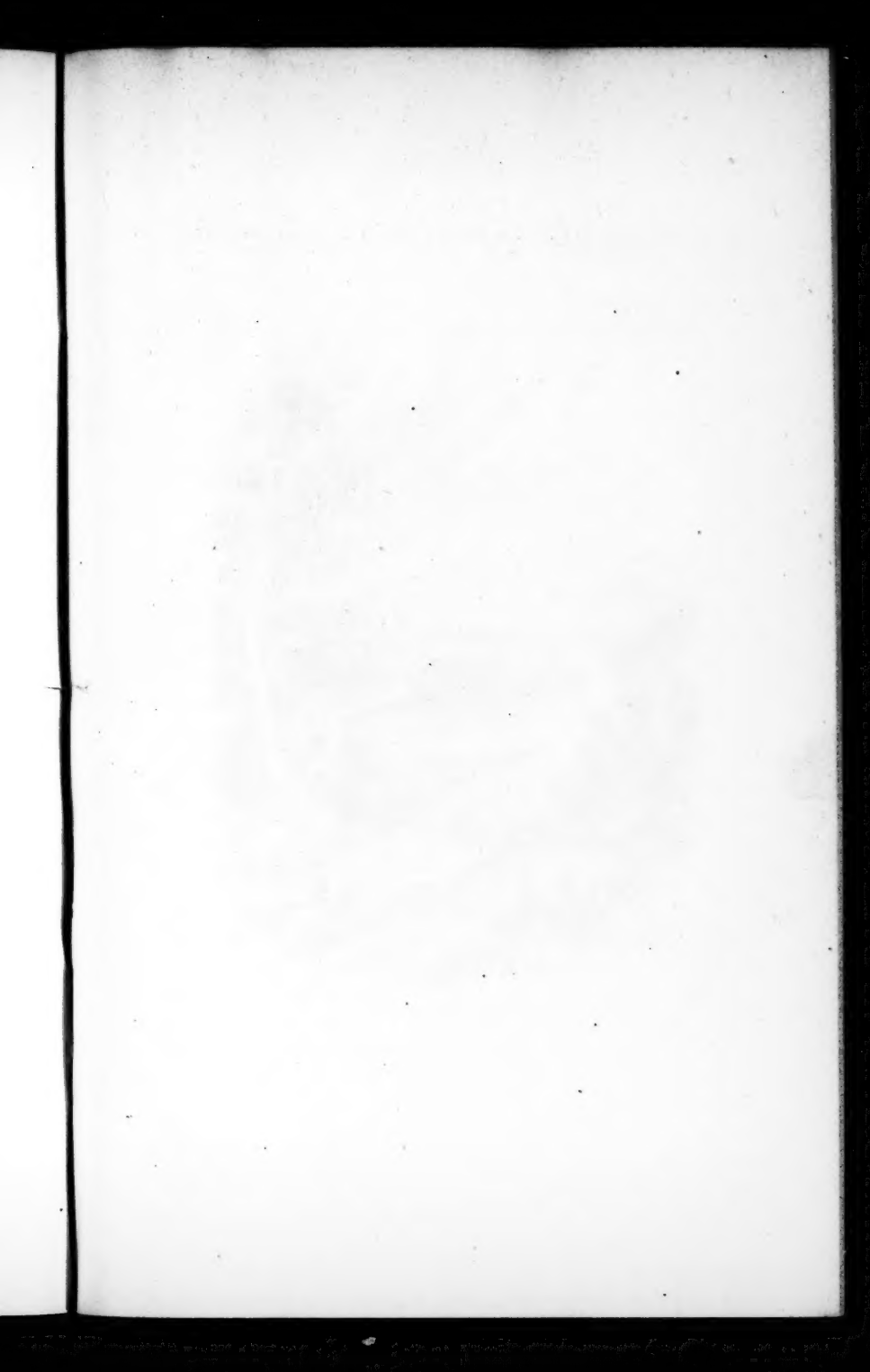
**Edward White, Brooks Seminary for Young Ladies, Poughkeepsie, N. Y.** We believe *Dr. Johnson's Health-Lift* to be an *excellent form of exercise* for those whose occupations make slight demand upon their muscles. It must prove very beneficial. Necessitating *no change of dress*, its *convenience and availability for both sexes* are admirable. *Simplicity, portability, and comparative slight expense, amply commend it*.

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**W. H. Wentworth, M. D., Pittsfield, Mass.** I much pleased with the *Health-Lift*. *Dr. Johnson's invention fills the bill*, and, properly and intelligently used, *answers all the purposes of the heavier and more expensive Health-Lifts*.

**Rev. C. A. Foster, M. D., Kalamazoo, Mich.** There is *no difference* between *Dr. Johnson's Health-Lift* and others, as to their results in *preserving and restoring health*. There is, however, an *all important difference* in other respects, viz.: in *price, size and appearance*. Health is as valuable to the *poor man* as it is to the *rich*, and more so, and he will strain a point to keep it by an expenditure of \$30 when he could not do so at a cost of \$100.



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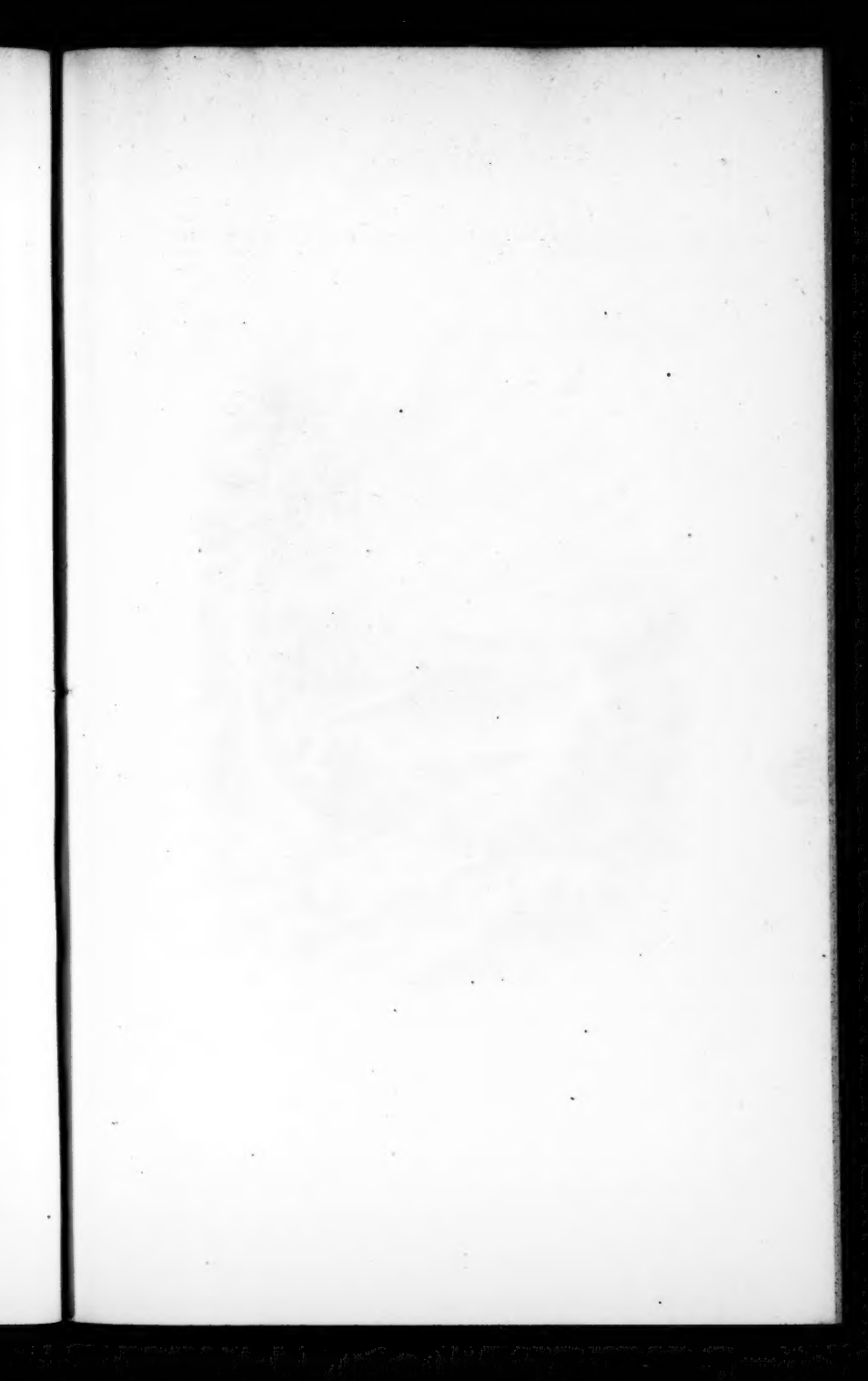
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